PROVINCE OF SASKATCHEWAN

10-11

ANNUAL REPORT

MINISTRY OF EDUCATION

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This annual report is also available from the Ministry's website at www.education.gov.sk.ca

Letter of Transmittal from the Minister

July 29th, 2011

His Honour, The Honourable Dr. Gordon L. Barnhart
Lieutenant Governor, Province of Saskatchewan

May it Please Your Honour:

The Government of Saskatchewan is dedicated to honouring our commitments, increasing accountability, and to responsibly and efficiently managing expenditures.

A significant number of commitments have been made to Saskatchewan people. The 2010-11 Annual Report demonstrates progress towards these commitments that relate to this Ministry as of March 31, 2011.

A few major highlights in 2010-11 include:

- a continued investment in new child care spaces. As of March 31, 2011, the number of licensed child care spaces in operation was 11,761, an increase of 913 spaces in 2010-11. The total number of child care spaces operational or in development for 2011-12 is 12,700.
- the CommunityNet rollout to Saskatchewan's public libraries that was completed. The Ministry continued to provide funding for the expansion and upgrading of the CommunityNet infrastructure. CommunityNet provides a high-speed virtual private network that serves government, health and education sectors, with a new minimum standard of 3MB synchronous lines across the province.
- the launch of the *Healthy Kids School Challenge*, a province-wide iniative to encourage children and youth to participate in 30 minutes of daily physical activity and to eat healthy foods at school. One hundred and thirty six teachers from 84 schools across the province registered their students in the challenge. Students made over 388,000 healthy food choices and spent over 55,000 hours engaged in physical activity since November 2010.

The initiatives pursued in 2010-11, and the results achieved, are communicated to the legislature and to the Saskatchewan people through this report. These accomplishments provide a foundation for establishing priorities and influencing future government's activities. The Ministry continues to review its processes to meet our commitment to increased accountability and student achievement.

I respectfully submit the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2011.

Donna Harpauer

Donna Harpauer

Minister of Education

Letter of Transmittal from the Deputy Minister

July 29th, 2011

The Honourable Donna Harpauer
Minister of Education

I have the honour of submitting the Annual Report of the Ministry of Education for the fiscal year ending March 31, 2011. I acknowledge responsibility for the report contents and provide assurance with regard to the accuracy, completeness and reliability of the information contained within the report. I accept responsibility for the financial administration and management control of the ministry.

Audrey Roadhouse

Audrey Roadhouse
Deputy Minister of Education

Introduction

This annual report presents the Ministry's activities and results for the fiscal year ending March 31, 2011. It reports to the public and elected officials on public commitments made and other key accomplishments of the Ministry.

With the release of the Ministry Plan for 2010-11, results are provided on the publicly committed strategies, actions and performance measures identified in the Plan. This report also demonstrates progress made on Government commitments as stated in the *Government Direction for 2010-11: Balanced. Forward Looking. Responsible*, the Minister's Mandate letter, throne speeches, and other commitments.

The 2010-11 Annual Report sets the stage for future planning and budgeting process by providing an opportunity to assess the accomplishments, results, and lessons learned, and identifying how to build on past successes for the benefit of Saskatchewan people.

In this document, 'First Nations and Métis' refers to those individuals who self-identify as Treaty/Registered (Status) Indian, Non-Status Indian, Inuit, or Métis.

Alignment with Government's Direction

The Ministry's activities in 2010-11 aligned with Government's vision and three goals:

Our Government's Vision

A secure and prosperous Saskatchewan, leading the country in economic and population growth, while providing a high quality of life for all.

Government's Goals

- Sustain Economic Growth for the benefit of Saskatchewan people, ensuring the economy is ready for growth and positioning Saskatchewan to meet the challenges of economic and population growth and development.
- Secure Saskatchewan as a safe place to live and raise a family where people are confident in their future, ensuring the people of Saskatchewan benefit from the growing economy.
- Keep Government's Promises and fulfill the commitments of the election, operating with integrity and transparency, accountable to the people of Saskatchewan.

Together, all ministries and agencies support the achievement of Government's three goals and work towards a secure and prosperous Saskatchewan.

Ministry Overview

The Ministry of Education provides strategic, innovative, and collaborative leadership to the early learning and childcare, Prekindergarten through Grade 12 (PreK-12) education, literacy, and library sectors. It promotes student achievement and well-being for Saskatchewan children and youth, and improved literacy skills for all, as a foundation of the province's social and economic growth. The Ministry's key programs and services include the provision of program and policy support for the delivery of:

- early learning and child care services (12,200 child care spaces are operational or in development and 735 children and their families participate in Early Childhood Intervention Programs);
- learning programs in both English and French languages (to 164,660 PreK/Pré-Maternelle and K-12 students in provincially funded and independent schools);
- literacy initiatives; and,
- library services (to 495,000 library patrons).

In doing so, the Ministry engages local, regional and provincial boards of community volunteers and/or education representatives in governance of 719 schools in 29 school divisions, 227 PreK programs, 503 licensed child care facilities, 13 Early Childhood Intervention Programs, supports 1700 families through the *KidsFirst* program, and 305 public libraries in 10 public library systems.

Throughout 2010-11 the Ministry expended $1.365 billion in carrying out the Minister's responsibilities in the early learning and child care, PreK-12 education, library and literacy sectors.

Services were provided by 300.3 FTEs, which was 28.1 FTEs under the original allocation of 328.4 FTEs. Actual FTE utilization was below budget mainly as a result of delayed staffing of vacant positions due to ministry internal reorganization planning. Staff operated from headquarters in Regina as well as three regional offices supporting the education systems in southern, central, and northern Saskatchewan, and from seven service centres supporting child care services throughout the province. The Ministry's organizational chart is located in Appendix 'A'.

The Ministry maintains a variety of relationships with the institutions, agencies, boards, organizations, and stakeholders representing sectors within the Ministry's authority. These relationships vary by degree of accountability and are described in acts and regulations (listed in Appendix B), orders in council, and memorandums of understanding.

Progress in 2010-11

The Ministry of Education supports the Government's goal to Sustain Economic Growth for the benefit of Saskatchewan people, ensuring the economy is ready for growth and positioning Saskatchewan to meet the challenges of economic and population growth and development.

Support positive learning experiences, and academic and holistic development of young children.

Results:

- The Government's commitment to maintain funding for child care and early childhood learning and development initiatives was evidenced in 2010-11 by:
  - completion of the Early Development Instrument (EDI) data collection for 2011, ensuring a baseline of results for the province;
  - continued support of the KidsFirst program. Revised goals and objectives have been developed in collaboration with school divisions, regional health authorities, and the Ministries of Health, Social Services, and First Nations and Métis Relations. Continuous quality improvement strategies are also underway; and,
  - allocating funding for 18 new Prekindergarten programs in Saskatchewan. Currently, 16 of the programs have been implemented. Two programs continue to be delayed due to facility challenges, but are expected to open throughout 2011.
- supporting Early Childhood Intervention Programs (ECIPs) by reviewing audit results to determine level of compliance with provincial standards.

(2007 Mandate Letter)

Measurement Results:

Number of targeted Prekindergarten programs funded by the Ministry of Education, including number of children impacted

In operation at September 1	Number of funded PreK programs	Number of children impacted
1997	26 – baseline	416 – baseline
2005	104	1,664
2006	119	1,904
2007	155	2,480
2008	190	3,040
2009	212	3,392
2010	227	3,632

(Source: Ministry of Education, Early Learning and Child Care Branch)

"Children who have had the benefit of early childhood education programs experience benefits that persist later in life. These benefits include better school performance and lower juvenile crime rates....It has been repeatedly demonstrated that investments in early childhood education pay off in better life and health outcomes later in life. Early childhood development (ECD) research estimates that every $1 invested in ECD is worth $3 - $18 later in life." (Her Majesty the Queen in Right of Canada, represented by the Minister of Health Canada, 2007. *Reaching for the Top: A Report by the Advisor on Healthy Children & Youth* by Dr. K. Kellie Leitch. PDF Cat.: H21-296/2007E)

Saskatchewan's Prekindergarten programs provide vulnerable three-and four-year old children with developmentally appropriate programming. Programming focuses on fostering social development and self-esteem, nurturing educational growth and school success, promoting language development, and engaging families. This measure reflects the Ministry's commitment to prepare

vulnerable children for success in their learning experience, increasing the number of spaces available to children in PreK programs more than eight fold since 1997. Beginning with the 2009-10 school year, the Ministry assumed funding of 19 PreK programs that school divisions were previously funding with local resources.

In addition to funding, the Ministry's role is to provide guidelines, professional development, and consultative support. Since 2005, the number of targeted Prekindergarten programs funded by the Ministry of Education and the number of children impacted has increased year over year since 2005.

Number of Early Childhood Intervention Program (ECIP) spaces

At April 1:	Number of ECIP spaces
2005 (baseline)	614
2006	614
2007	635
2008	704
2009	728
2010	735

(Source: Ministry of Education, Student Support Services Branch)

Early Childhood Intervention Programs (ECIPs) are a province-wide network of community-based supports for families of children who experience, or are at risk for, developmental delays. Children who are involved with ECIPs are often delayed in reaching age-appropriate developmental milestones or are born with a condition or diagnosis that makes it more difficult for them to develop at rates that are typical for a specific age group. ECIPs are delivered through community non profit organizations, with funding provided by the Ministry of Education, Tribal Councils, the federal government and local organizations. This measure demonstrates the Ministry's support of these children and their families thereby ensuring the best learning experience possible for the children.

The Ministry funds the ECIPs and provides policy and program direction to promote consistency in program delivery across the province. Since 2006, the number of Early Childhood Intervention Program (ECIP) spaces has consistently increased.

Support improved student achievement, well-being, and literacy of First Nations and Métis learners

Results:

- In support of *Inspiring Success: Building Towards Student Achievement* policy framework for First Nations and Métis learners:
  - the Ministry continues to make the policy available to all provincial schools;
  - the recommendations from the draft interim report from the First Nations and Métis Education Provincial Advisory Committee (FNMEPAC) have been aligned to the four goals of *Inspiring Success*;
  - First Nations and Métis Education superintendents participated in Continuous Improvement Framework bi-annual conferences and continued to support school divisions in developing their Aboriginal Education plans.

(2010 Mandate Letter)

- The Ministry has:
  - promoted the retention and revitalization of Saskatchewan-based First Nations and Métis languages and dialects.
  - continued work on the development of culturally appropriate assessment tools and processes for the Assessment for Learning (AFL) program by reviewing and revising the proposed tools.
  - contributed to the Western and Northern Canadian Protocol (WNCP) Charter 2 which provides guidelines for the assessment of authentic First Nations, Métis and Inuit learning resource selection for classroom use.
  - worked in collaboration with the Gabriel

Dumont Institute (GDI) who will co-lead the consultative phase with the Ministry on the development of Métis Essesntial Learnings (MELS).

- made access to the Gale, EBSCO, ProQuest and Britannica databases previously available only to provincially funded schools, available to First Nations' schools throughout the province at no extra cost to the Ministry or its partners.

Measurement Results:

Many factors influence student performance. An individual student's motivation and personal circumstances are key factors influencing their level of achievement. *The Education Act, 1995* directly delegates responsibility for specific aspects of education to the Minister of Education and other aspects to boards of education. School boards must comply with provincial statutes, regulations and policies, and they are directly accountable to local school board electors for their operational conduct, decisions and results. Associated with the new funding distribution model, the Ministry of Education is working with school divisions towards a new accountability relationship.

The Ministry's role in achieving this strategy is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services delivered by sector partners. The Ministry has instituted initiatives such as School Community Councils and "stay in school" messages as a means of influencing these results. As well, the Provincial Panel on Student Achievement was established to develop recommendations for the Minister. The Continuous Improvement Framework (CIF) fosters collaboration between the Ministry and school boards around accountability, planning, and results.

Per cent of students[1] in a cohort[2] entering Grade 10 in the year shown who complete Grade 12 within three, four or five years

	Within 3 years		Within 4 years		Within 5 years	
	All	FN&M[3]	All	FN&M	All	FN&M
2000-01	73.1	--[4]	78.0	--	79.8	--
2001-02	73.2	--	77.8	--	79.6	--
2002-03	73.9	--	78.6	--	80.4	--
2003-04	75.0	--	79.0	--	80.4	--
2004-05	75.5	31.7	79.6	41.3	81.2	46.5
2005-06	73.6	31.5	78.0	41.2	80.1	46.9
2006-07	73.8	31.6	79.2	42.5	n/a	n/a
2007-08	74.1	32.5	n/a	n/a	n/a	n/a

[1] Data includes students in provincially funded, Independent, and First Nations schools.
[2] Grade 10 cohort consists of students having marks in two Grade 10 subjects and enrolled in Grade 10 for the first time.
[3] Self-declared First Nations and Métis
[4] Reliable data for First Nations and Métis students was not available prior to 2004-05.
(Source: Ministry of Education, Student Data System)

Almost three-quarters of Saskatchewan students graduate within three years of entering Grade 10. However, some students need more time to complete all the courses necessary to graduate and continue in school longer than the typical three years after beginning Grade 10.

Youth who do not graduate from high school are at a serious disadvantage in terms of personal and economic success. As well, eliminating the gaps between First Nations and Métis and non-Aboriginal learners who complete Grade 12 is an economic, social, and ethical necessity. This measure reflects the persistence of Saskatchewan students in achieving Grade 12 graduation within five years of entering Grade 10. The graduation rate of students entering Grade 10 who complete Grade 12 within three, four or five years has increased incrementally almost every year since 2001.

Average Grade 12 (Level 30) marks for self-declared First Nations and Métis students and non-Aboriginal Students

SUBJECT	2004-05 (baseline)		2005-06		2006-07		2007-08		2008-09		2009-10	
	Non-Abor	FN&M	Non-Abor	FN&M	Non-Abor	FN&M	Non-Abor	FN&M	Non-Abor	FN&M	Non-Abor	FN&M
Biology 30	72.3	61.3	72.6	61.3	72.8	61.1	72.9	62.4	73.1	62.3	73.5	62.2
Calculus 30	78.8	75.0	79.0	73.0	79.8	76.7	79.7	77.0	80.0	77.7	80.0	79.0
Chemistry 30	74.2	63.2	74.9	63.9	74.8	63.8	75.7	63.9	75.4	64.3	76.1	65.5
English Lang Arts A 30	71.5	61.3	72.0	60.6	71.8	60.0	72.4	61.1	72.4	61.5	73.1	62.9
English Lang Arts B30	71.6	60.9	72.2	60.6	72.1	60.3	72.7	61.2	73.2	63.7	73.3	63.1
History 30: Cdn Studies	71.9	58.4	72.2	57.0	71.9	59.4	72.5	60.0	72.7	60.7	73.7	62.2
Math A 30	69.2	60.1	69.8	60.8	69.7	59.3	69.9	60.8	70.8	62.1	71.1	60.7
Math B 30	72.8	65.1	72.6	63.2	72.8	64.9	73.3	63.1	73.7	64.2	73.9	65.8
Math C 30	75.3	69.1	75.7	67.6	75.4	68.8	75.8	67.2	76.7	67.7	76.6	70.1
Native Studies 30: Cdn Studies	68.1	62.6	66.9	60.1	67.2	60.9	67.9	61.5	69.3	63.9	69.0	63.3
Physics 30	75.2	65.6	75.8	66.1	75.9	66.4	76.5	67.6	76.9	66.8	77.5	69.2
Social Studies 30: Cdn Studies	70.5	62.6	71.6	61.0	72.2	61.3	72.3	63.3	72.9	65.4	73.2	64.1

Data is for students in provincially funded, independent, and First Nations schools.
(Source: Ministry of Education. (2010). Student Data System)

This measure is based on Saskatchewan's curriculum, and reflects improvement, maintenance, or decline in the achievement of Grade 12 students over time. It also demonstrates the gaps in achievement between First Nations and Métis students and non-Aboriginal students which is present in all subjects. Between 2004-05 and 2009-10, both First Nations and Métis students and non-Aboriginal students have improved in all classes.

Support improved student achievement and well-being, and literacy of all learners

Results:

- The Ministry supported the mandatory instruction of First Nations Treaties in the K-12 curriculum by:
  - revising in English and French, the K-12 developmental continuum of Treaty education outcomes, to reflect more appropriate grade alignment with the required areas of study. Based on the drafts that were provided for feedback, curriculum writers have had the opportunity to address the Treaty education outcomes while developing any secondary level courses being worked on. The revised developmental continuum of Treaty education outcomes has been drafted;

completing the French translation of Teaching Treaties in the Classroom for grades K-6. *Treaty Essential Learnings* will be distributed in French Immersion and Fransaskois schools before the end of the 2010-11 school year;

(2010 Mandate Letter)

- beginning work with Saskatchewan Instructional Development and Research Unit (SIDRU) to translate and adapt the Treaty Essential Learnings (TEL) Test. New items for the TEL Tests (for use in 2011 and 2012) were developed as well as selection of anchor items from past tests (for year-over-year comparisons). Adjustments have been made to permit better, real-time monitoring of school participation rates while the TEL Test is being administered. Renewal of the survey instrument in collaboration with SIDRU on the Treaty Essential Learnings (TEL) Test was completed;
- preparing assessment of TELs for online administration in provincial and First Nations schools (a limited paper-based option will be available for selected circumstances); and,
- in its biannual conferences, the CIF focussing questions about TELs results with school boards.

- In developing new outcomes-based K-12 curriculum that includes, where appropriate, Treaty Essential Learnings, environmental education, conservation and sustainability, the Ministry has developed curricula that includes:
  - Math 10 in French: Foundations of Math and Pre-Calculus 10 and Workplace and Apprenticeship Math 10 (Fondements de mathématiques et precalcul 10 et Milieu de travail et formation d'apprentis 10);
  - Math 20 in French: Pre-calculus 20, Workplace and Apprenticeship Mathematics 20 and Foundations of Mathematics 20. (Pré-calcul 20, Milieu de travail et formation d'apprentis 20 et Fondation de mathématiques 20);
  - Science grades 1-5 final draft completed;
  - English Language Arts 20 draft;
  - Jazz 30 draft;
  - Photography 10, 20, 30 drafts completed;
  - Graphic Arts 20, 30; and worked towards a draft; and,
  - the course configuration for secondary social sciences has been determined; there will be three main courses at each of Grades 10, 11, 12, namely Indigenous Studies (formerly Native Studies), History and Social Studies.

(2010 Mandate Letter)

- The Ministry has provided new outcomes-based curricula that includes, where appropriate, environmental education, conservation, and sustainability for implementation:
  - Grades K-9 Arts Education;
  - Grades K-9 English Language Arts;
  - Grades K-9 Health Education;

- Grades K-9 Physical Education;
- Science 6-9;
- Grades K-9 Social Studies;
- Grades K-9 Mathematics;
- English Language Arts A10 and B10;
- All Kindergarten curriculum
- Grades 6-9 Career Education;
- Workplace and Apprenticeship Mathematics 10;
- Pre-Calculus Mathematics 10; and,
- Foundations of Mathematics 10.

(2010 Mandate Letter)

- The Ministry has progressed in the development and provision of French Immersion curricula as follows:
  - K-9 Mathématiques was finalized and sent to schools;
  - Grades 1-5 Core French was written;
  - Grades 1-9 Français is in development and dependent on Western and Northern Canadian Protocol (WNCP) which was extended to June 2012;
  - Grades 3-5 Éducation artistique draft has been written;
  - Grades 6-9 Éducation artistique has been translated;
  - Grades 3-9 Éducation physique are written;
  - Grades 3-9 Sciences humaines (social studies) was written and is waiting on finalization;
  - Grades 6-9 Sciences are incomplete due to lack of availability of a subject matter expert; and,
  - Bienêtre (Health) has been written.
- The Ministry has progressed in the development and provision of Fransaskois Education curricula as follows:
  - Pré-Maternelle was finalized and sent to schools;
  - Maternelle (Kindergarten) is completed;
  - Grades 1-5 Sciences humaines are completed;
  - Grades 1-9 Mathématiques are finalized and sent to schools;
  - Grades 3-9 Éducation physique are completed; and,
  - Grades 6-9 Sensibilisation aux carrières (Career Ed) are completed.
- The Provincial Panel on Student Achievement has provided 16 recommendations for concrete actions, with a four-to-eight year horizon, to improve Prekindergarten to Grade 12 student achievement. The recommendations will help to guide the overall directions provided by the Panel.

(2008 Throne Speech)

- The Ministry supported a wide range of literacy programs and initiatives by:
  - creating a draft literacy strategy framework written in partnership with Advanced Education, Employment and Immigration (AEEI). Work continues in anticipation of sharing it across government in 2011-12;
  - providing $500K in funding for Summer Literacy Camps. Northern Lights, Ile-A-La-Crosse, and Prairie Valley School divisions successfully organized Summer Literacy Camps in 16 communities for 673 children and youth during the months of July and August 2010. Frontier College trained the camp counselors and submitted a report on behalf of the three school divisions;
  - collaborating with AEEI on Council of Ministers of Education, Canada, (CMEC) literacy activities. The Ministry was a full participant in the CMEC process leading to the implementation of the 2011 Programme for the International

Assessment of Adult Competencies (PIAAC) (the successor of the International Adult Literacy and Lifeskills Survey) pan-Canadian data collection process; and,

- providing 50% ($246K) of Saskatchewan's share in support of the PIAAC base provincial sample and urban Aboriginal oversample of adults (ages 16-65). Saskatchewan is one of four provinces over-sampling the provincial urban Aboriginal population, in conjunction with a national PIAAC over-sample of urban and northern adult Aboriginals.

- In support of the community education philosophy and approach, the Ministry is piloting an accountability framework with The Community Education Demonstration Sites in the Saskatoon Public School Division, Saskatchewan Rivers School Division and Prairie South School Division. These sites will provide the experience and data necessary to inform development of the community education outcomes and indicators to be included in the Continuous Improvement Framework (CIF) and identify the capacity building needs to support Community Education philosophy and practice in becoming foundational in all schools.

- The Ministry continues to develop a customized Saskatchewan learning resource, for each of grades 6 and 7 Science, in French. A publisher has submitted a proposal to develop Science resources in French and work continues in 2011. Having access to a customized resource in French for Science will provide equitable opportunities to all students in the province. A customized resource is already available to students in the English stream.

- The Ministry launched the *Healthy Kids School Challenge*, a province-wide initiative to encourage children and youth to participate in 30 minutes of daily physical activity and to eat healthy foods at school. One hundred and thirty-six teachers from 84 schools across the province participated in the challenge and tracked their points online. Three checkpoints awarded outstanding classrooms for their efforts with a celebration and a variety of prizes. Since November, participants in the *Healthy Kids School Challenge* made over 388,000 healthy food choices and spent over 55,000 hours engaged in physical activity.

(2010 Mandate Letter)

Measurement Results:

15-year-old Student Performance in Mathematics, Reading, and Science in the Programme for International Student Assessment (PISA)

	Reading		Mathematics		Science	
	Canada Score	Sk Score	Canada Score	Sk Score	Canada Score	Sk Score
2000	534	529	533	525	529	522
2003	528	512	532	516	519	506
2006	527	507	527	507	534	517
2009	524	504	527	506	529	513

(Source: Ministry of Education: Assessment, Accountability and Records)

The Programme for International Student Assessment (PISA) is an assessment conducted every 3 years by the Organization for Economic Cooperation and Development (OECD) that assesses science, reading, and mathematical knowledge and skill of 15-year-old students in 65 participating countries. Results are reported where the score is expressed on a scale with an average of 500 points for the OECD countries and about two-thirds of the students scoring between 400 and 600 (i.e. a standard deviation of 100). A difference of about 35-40 points in the PISA study is approximately a difference of one grade level of schooling.

Saskatchewan 15-year-olds performed at or above the OECD average in science, reading, and mathematics, but are significantly below the Canadian average, which has been a downward trend since.

Many factors influence student performance. An individual student's motivation and personal circumstances are key factors in that student's level of achievement. The Education Act, 1995 directly delegates responsibility for specific aspects of education to the Minister of Education and other aspects to boards of education. School boards must comply with provincial statutes, regulations and policies, and they are directly accountable to local school board electors for their operational conduct, decisions and results. Associated with the new funding distribution model, the Ministry of Education is working with school divisions towards a new accountability relationship.

The Ministry's role is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services that are delivered by sector partners. The Ministry has instituted initiatives such as School Community Councils as a means of effecting a change in these results. The Provincial Panel on Student Achievement developed recommendations which are now under consideration. The Continuous Improvement Framework (CIF) continues to be refined, and to foster collaboration between the Ministry and school boards around accountability, planning, and results.

Average Grade 12 (Level 30) marks of all Saskatchewan students

SUBJECT	2004-05 (baseline)	2005-06	2006-07	2007-08	2008-09	2009-10
Biology 30	71.2	71.3	71.5	71.7	71.7	72.1
Calculus 30	78.7	78.9	79.7	79.5	80.0	79.9
Chemistry 30	73.6	74.3	74.2	75.0	74.7	75.3
English Lang Arts A 30	70.4	70.6	70.4	70.9	70.9	71.6
English Lang Arts B 30	70.5	70.8	70.7	71.3	71.9	71.8
History 30: Canadian Studies	71.3	71.4	71.3	71.8	72.0	72.8
Math A 30	68.5	69.0	68.7	69.1	69.9	70.0
Math B 30	72.4	72.1	72.3	72.7	73.1	73.4
Math C 30	75.1	75.4	75.2	75.5	76.3	76.3
Native Studies 30: Canadian Studies	65.8	63.6	64.2	65.0	66.9	66.4
Physics 30	74.8	75.4	75.5	76.1	76.4	76.9
Social Studies 30: Canadian Studies	69.8	70.7	71.0	71.0	72.0	72.0

Data is for students in provincially funded, independent, and First Nations Schools.
(Source: Ministry of Education, Student Data System)

This measure demonstrates that between 2004-05 and 2009-10, the average Grade 12 marks of all Saskatchewan students have marginally increased.

The Ministry of Education supports Government's goal to Secure Saskatchewan as a safe place to live and raise a family where people are confident in their future, ensuring the people of Saskatchewan benefit from the growing economy.

Results:

Provide equitable opportunities for all students regardless of where they live or their personal circumstances

- The Ministry continued to support school divisions to increase distance education and tele-learning opportunities in rural schools specifically by:
  - providing funding to Good Spirit School Division to maintain delivery of English-language print-based distance education courses;
  - paying subsidies of $225 for each adult registrant in distance learning courses to school divisions;
  - providing funding of $30,000 to Regina Public; $30,000 to Greater Saskatoon Catholic Schools; and $40,000 to North East School Division to support the delivery of French Immersion distance education courses;
  - providing technical supports to the Conseil des écoles fransaskoises such as Adobe Connect, BlackBoard and, translating the Provincial Education Network System (PENS). Meetings have been held to explore and identify needs for distance education courses for grades 1-12 for all francohone students in Saskatchewan and they are represented on the provincial Educational Technology Advisory Group (ETAG);
  - beginning to implement a video streaming initiative, Recommended Online Video Educational Resources (ROVER), in all provincially funded schools that are connected to CommunityNet service. ROVER servers have been distributed and school division technical personnel are deploying servers as part of their school networks. As of March 31, 2011, 334 servers had been installed by division technical staff, many of which are serving multiple schools. One hundred and thirty schools in Lloydminster,

Regina Public School Division and Hutterite communities do not currently receive ROVER because they choose an alternate network or choose not to be connected to the internet; and,

- acquiring rights to video resources in both official languages to support K-12 curriculum. Evaluations of videos for the ROVER collection continued throughout the year and licence negotiations are in progress. As of March 31, 2011, video streaming and duplication licenses were acquired for approximately 250 English and 180 French videos.

(2007 Mandate Letter)

- The Ministry continued to develop new licensed child care spaces. As of March 31, 2011, the number of licensed child care spaces in operation was 11,761, an increase of 913 spaces during the 2010-11 fiscal year. Another 450 centre spaces have been allocated by the Ministry and are in various stages of development.

(2010 Mandate Letter)

Measurement Results:

Number of Licensed Child Care Spaces Operational or in Development* at March 31

Year	Approximate Number of Spaces	Annual Change	
		Spaces	Per Cent
2003-04	7,910	-	-
2004-05	8,137	227	2.9%
2005-06	8,712	575	7.1%
2006-07	8,850	138	1.6%
2007-08	9,173	323	3.6%
2008-09	9,699	526	5.7%
2009-10	10,848	1,149	11.8%
2010-11	12,200	1,352	12.5%

Revisions have been made to this table from previous year to include spaces in development.
(Source: Ministry of Education, Early Learning and Child Care Branch)

High quality child care services contribute to Saskatchewan's economy, both now and in the future, by providing support to parents who want to participate in today's labour force, or to seek post-secondary education. This measure reflects the extent to which the Ministry assists families and children needing licensed early learning and child care services. The number of available child care spaces has increased by approximately 37 per cent since April 1, 2006 when the Ministry assumed responsibility for early learning and child care services from the Ministry of Social Services.

The Ministry licenses, monitors, and provides funding to support child care facilities in accordance with established regulations, funds development of new child care spaces, and provides policy and program direction, advice and professional and evaluation supports related to licensed child care.

- The Ministry continued to provide funding to school divisions for community schools for school lunch and anti-hunger programs.

(2007 Mandate Letter)

- The Ministry continued to monitor the deliverables of the Minister's agreement with the Saskatchewan Information and Library Services Consortium with respect to the Single Integrated Library System (SILS) and distribute funding to the SILS Consortium as part of Government's four-year ($5.2 million) commitment. This year the Consortium:

  - successfully implemented a single integrated library system providing seamless access to public library resources in all 10 public library systems and the Provincial Library, for 495,000 registered borrowers in 305 public library branches; and,

  - completed non-automated branch reports; the SILS Evergreen Plan Project which ensures that the computer equipment and any software used by each agency to access the Millennium operating system is replaced on a

scheduled basis; and SILS began a vital strategic planning process to ensure continued successes.

- Continued with the second year of a three-year review of Ministry library system applications to determine which applications will stay within the Ministry, which will be terminated, and which will be transferred to the SILS consortium.
  - A total of 12 library system applications were decommissioned by February 28, 2011, resulting in savings of $400K. Three applications were retained: the Heaven (Multitype Library Board's Saskatchewan Libraries Website), Ask Us! (library reference online), and Ezproxy (user authentication software) servers, to provide province wide access to library services.
  - The Ministry transferred the Exchange Server responsibilities for the provincial public library system to SILS.
  - The Ministry supported a major multitype digitization initiative through grant funding totalling $950K over three years, coordinated with the University of Saskatchewan and the Saskatchewan Digital Alliance. The project will digitize Saskatchewan's culture and history for the benefit of students, public library users, First Nations and Métis communities, researchers and the world at large. The project is based on *The Saskatchewan War Experience*, which includes content from 18 organizations, including universities, museums, libraries and archives, searchable through a common portal hosted at the University of Saskatchewan.
- The CommunityNet rollout to Saskatchewan's public libraries was completed. CommunityNet, provides a high-speed virtual private network that serves the government, health and education sectors, with a new minimum standard of 3Mb synchronous lines across the province.

(2010 Mandate Letter)

- Wapiti Regional Library, with assistance from Provincial Library and Literacy Office's new Aboriginal Library Services Coordinator, hosted the 4th Provincial Public Library Round Dance on February 12, 2011. Round Dances build relationships between Aboriginal people and the Saskatchewan provincial library system. The event was open to everyone, included a Pipe Ceremony and Feast, and displays promoting literacy and library services.

(2008 Throne Speech)

Measurement Results:

Proportion of provincially funded schools and public libraries choosing CommunityNet (CNet), connected to CNet, and meeting Industry Canada's 2003 broadband standard

At Sept 1	Choosing CNet		Connected to CNet		At or above IC 2003 Standard[1]	
	Schools[2]	Libraries	Schools[3]	Libraries[3]	Schools[3]	Libraries[3]
2008 (baseline)	80.9% (583 of 721)	100.0% (310 of 310)	100.0% (583 of 583)	71.0% (220 of 310)	46.8% (273 of 583)	4.8% (15 of 310)
2009	80.4% (578 of 719)	100.0% (310 of 310)	100.0% (578 of 578)	84.5% (262 of 310)	65.7% (380 of 578)	10.3% (32 of 310)
2010	89.4% (633 of 708)	99.9% (303 of 305)	100% (633 of 633)	98.3% (298 of 303)	77.9% (493 of 633)	71.3% (216 of 303)

[1] A high-capacity Internet connection capable of supporting full-motion, real-time audio and video applications, peer-to-peer file interactions, etc. Minimum symmetric bandwidth is 1.5 megabits per second per individual user (subject to change).
[2] Some (approximately 20 per cent) provincially funded schools choose an alternate network to connect to the Internet, or choose not to be connected to the Internet.
[3] Proportion of those schools and libraries choosing CommunityNet
(Source: Ministry of Education, Network Services)

CommunityNet is Saskatchewan's private broadband network that also provides access to the Internet. Access to information and resources through technology is a critical component to ensuring equitable access to learning, and of learner success, particularly given Saskatchewan's widely dispersed population. It is equally important that users have an Internet connection that allows full participation in their learning opportunities. It is imperative to create and maintain a reliable technology infrastructure that meets the needs of, and supports the increasing demand by, users. Enhancing this infrastructure to meet the Industry Canada standard will accomplish this task.

- This measure shows that all schools and 98.3 per cent of public libraries choosing to be connected to the Internet through CommunityNet are connected, and 77.9 per cent of those schools and 71.3 per cent of those public libraries have a connection that meets or exceeds Industry Canada's 2003 broadband standard.
- The Ministry continued to provide funding for the expansion and upgrading of the CommunityNet infrastructure.

Number of student registrations in K-12 distance learning courses delivered by school divisions

As at June 30:	Number of distinct[1] distance courses offered	Number of students taking distance learning courses	Number of course registrations[2]
2008 (baseline)	62	761	950
2009	73	1,353	1,622
2010	90	1,928	2,623

[1] For any given subject and grade level there could be multiple distance learning courses offered. This is the number of distinct courses offered.
[2] Students often take more than one distance learning course, therefore the number of course registrations exceeds the number of students taking distance learning courses. Registrations exclude dropped registrations.
(Source: Ministry of Education, Student Data System)

The demand for distance learning in both English and French is increasing throughout Saskatchewan's education sector. The increased capacity of school divisions has allowed the Ministry to transfer the delivery of distance learning courses to school divisions, thereby providing access to learning opportunities and support services for teachers and students, regardless of their geographic location or personal circumstances.

- Designated on-going dedicated funding for schools that meet stringent criteria as Schools of Opportunity. In 2010-11 there were no applications submitted.

(2007 Mandate Letter)

- Worked towards an environment where jurisdiction does not interfere with providing services to children with complex medical needs by collaborating with the Ministry of Health, Ministry of Social Services, Ministry of First Nations and Métis Relations, Health Canada, Indian and Northern Affairs Canada and the Federation of Saskatchewan Indian Nations to develop and sign a cross-ministry and intergovernmental agreement. The inter-ministerial committee has approved draft documents in principle at the negotiating table. This collaborative effort is known as Jordan's Principle.
- Continued the implementation of an integrated, standardized provincial electronic Personal Program Plan (ePPP), in both official languages, for all students with intensive needs in all provincially funded K-12 schools in the province. The Ministry is working with the two large Student Information System (SIS) vendors to integrate the standardized provincial ePPP within their software packages.
- Provided support to meet increasing demands of students with diverse and/or intensive needs by completing a practical, outcome-focused and collaborative Student Support Services review process, which included a report generated for both internal and external users.

(2010 Mandate Letter)

Support all early learning to grade 12 learners in transitioning to, within, between and from education systems

Results:

- The Ministry continued working with local school boards, the business community, and community-based organizations to enhance business literacy, entrepreneurial, and career education in Saskatchewan schools, including continued implementation of the Career Development Action Plan (CDAP) which focuses on supporting children and youth to effectively participate in the social and economic future of our province. Twelve (12) career development projects and four other career-related initiatives were approved for 2010-11 at a cost of $347,100. In addition to short term career development projects that school divisions were engaged in, the CDAP budget funded the following:
  - Skills Canada Saskatchewan – a provincial organization that supports and promotes trades and technology through school presentations, career fairs, young women's conferences and provincial and national competitions in trades, technologies, and workplace skills.
  - *Relevance* magazine - a magazine produced once per year that simplifies the process of linking careers with post-secondary institution programs.
  - *The Real Game: Online Version* licensing and management support – this resource is a simulation game that supports career education for students in Grades 7 and 8 by providing opportunities to experience a variety of factors that impact one's work and personal life as they progress through their career.
  - Annual Career Development Action Plan workshop that typically involved teams from about twenty school divisions. This annual workshop was established to provide a venue for school division career development action plan teams to share activities and experiences in their support of career development, in particular with respect to the career development projects that the ministry supported financially.

(2007 Mandate Letter)

- Work continued with the Human Services Integration Forum (HSIF) and the Regional Intersectoral Committees (RICs) to develop a framework for the collection, distribution, and use of data to improve evidence-based decision-making. The Senior Interministerial Steering Committee (SIMS) replaced HSIF on March 29, 2011. Several data sets have been shared with the RICs for their use. Some additional capacity for community conversations has been developed within the RICs and connections to other data sets and frameworks have been initiated. A common indicator set for the Child and Youth Agenda is under development.

Measurement Results:

Many factors influence student performance. An individual student's motivation and personal circumstances are key factors in that student's level of achievement. The Education Act, 1995 directly delegates responsibility for specific aspects of education to the Minister of Education and other aspects to boards of education. School boards must comply with provincial statutes, regulations and policies, and they are directly accountable to local school board electors for their operational conduct, decisions and results. Associated with the new funding distribution model, the Ministry of Education is working with school divisions towards a new accountability relationship.

The Ministry's role is to develop curricula that engages students, provide supports to teachers and students, and provide funding for PreK-12 programs and services that are delivered by sector partners. The Ministry has instituted initiatives such as School Community Councils as a means of effecting a change in these results. The Provincial Panel on Student Achievement developed

recommendations which are now under consideration. The Continuous Improvement Framework (CIF) continues to be refined, and to foster collaboration between the Ministry and school boards around accountability, planning, and results.

Grade 7 student transitions, by student characteristic, 2006-07 to 2009-10

	2006-07		One Year Later – 2007-08	
	Grade 7 Cohort	Continuing Previous Grade	Grade 8	Not Re-enrolled
Total	13,447	1.00%	97.30%	1.70%
Self-Declared Aboriginal	2,992	3.10%	93.40%	3.40%
Male	6,888	1.00%	97.20%	1.80%
Female	6,559	1.00%	97.40%	1.60%
Urban	7,384	0.50%	98.40%	1.10%
Rural	5,215	0.90%	97.50%	1.60%
North	848	6.10%	86.70%	7.20%

	Two Years Later – 2008-09			Three Years Later – 2009-10		
	Continuing Previous Grade(s)	Grade 9	Not Re-enrolled	Continuing Previous Grade(s)	Grade 10	Not Re-enrolled
Total	2.30%	94.40%	3.40%	4.70%	92.00%	3.30%
Self-Declared Aboriginal	7.20%	86.20%	6.60%	15.10%	79.00%	5.90%
Male	2.30%	94.30%	3.40%	5.00%	91.90%	3.10%
Female	2.20%	94.50%	3.30%	4.50%	92.10%	3.50%
Urban	1.10%	96.20%	2.70%	3.40%	94.40%	2.20%
Rural	2.00%	95.50%	2.50%	4.00%	92.40%	3.60%
North	14.30%	74.10%	11.70%	20.90%	68.60%	10.50%

NOTE: 'Not re-enrolled' data may include some inaccurate coding of student information as well as those students who may have discontinued school.
(Source: Ministry of Education, Student Data System)

There are several critical transitions as students move into, through and out of the PreK-12 education system. The transition from middle to secondary grades is of particular importance in the persistence to completing Grade 12. This measure follows the cohort of students who were enrolled in Grade 7 in the 2006-07 school year and follows their transitions over the next three years.

This measure shows there is not much difference between male and female students, or urban and rural students after three years. However, the data does show that self-declared Aboriginal and northern students have the lowest proportion continuing from Grade 7 to Grade 10 and the highest proportion of students not re-enrolled after three years; however, these subpopulations also have the largest proportion still attending school three years later albeit they have not progressed to subsequent grades..

Percentage of students, by school type, included in the Student Data System (SDS)

Provincially funded schools	June 30, 2004: 74.8 % (baseline)
	June 30, 2005: 97.8 %
	June 30, 2006: 100 %
	June 30, 2007: 100 %
	June 30, 2008: 100%
	June 30, 2009: 100%
	June, 30, 2010: 100%
First Nations schools	June 30, 2004: 57.5 % (baseline)
	June 30, 2005: 63.7 %
	June 30, 2006: 63.7 %
	June 30, 2007: 93.8 %
	June 30, 2008: 94.8%
	June 30, 2009: 93.8%
	June 30, 2010: 94.7%

(Source: Ministry of Education, Student Data System)

Transitions within the K-12 sector are many and occur at varying times and under different circumstances. When students do not complete Grade 12 there are negative impacts upon a range of social and economic well-being indicators such as employment, health and income, while crime and human service demands increase. Tracking children and youth at risk of leaving school early, and those already disengaged from school, is necessary in supporting Saskatchewan families and growing our economy. This measure reflects the Ministry's ability to track all students throughout their K-12 experience, regardless of their movement between and among school systems, including those children never registered in a school. One hundred percent of provincially funded, independent and custody and care schools enter their data into the Ministry's SDS. 94.7% of First Nations schools, which are under federal jurisdiction, enter their data in the SDS voluntarily.

Achieve an equitable funding model for PreK-12 education

- The Ministry administered province-wide education property tax rates (mill rates) set by the Government at 2010 rates which remained virtually at the 2009 levels for each of the three major property classes. Mill rates were announced on budget day, March 23, 2011. The Ministry of Municipal Affairs is assuming responsibility for the analysis of property assessment and education property tax revenues for use in determining education mill rates.

(2010 Mandate Letter)

- The Ministry has nearly completed the development of a new funding distribution model which calculates an equitable allocation of education funds among school divisions. Implementation of the model has been delayed to March 2012. This additional period of time will be used to refine specific aspects of the model by working closely with selected representatives of school divisions. This work will then be used to communicate a more detailed understanding of the model's impact. The work of the Advisory Committee has concluded, with periodic update meetings planned for this group in the coming year.

The Ministry of Education supports the Government's goal to Keep Government's Promises and fulfill the commitments of the election, operating with integrity and transparency, accountable to the people of Saskatchewan.

Support strong system-wide accountability and governance

Results:

The Ministry:

- continued its work on consolidating the Board of Teacher Education and Certification and the Teacher Classification Board. Legislative drafting to merge the two boards was finalized and accepted for consideration in the Fall, 2011 legislative session;
- reviewed and recommended changes to the home-based education legislation,

regulations, and policy to ensure currency and consistency, in collaboration with the Home-Based Education Review Board. Legislative amendments and policy development are in progress;

- continued work on developing a framework of accountability and reporting for provincially funded Independent Schools. Consultations have commenced on a draft framework with all the principals of Historical High Schools;
- developed a plan of action based on recommendations received through the 2009-10 evaluation of School Community Councils (SCC) and developed a draft response to the recommendations from the SCC Evaluation Advisory Committee. Once approved, the Ministry's response will guide the Ministry and its stakeholders in building an action plan that is informed by the evaluation results; and,
- worked in collaboration with school divisions towards a new accountability relationship associated with a new funding distribution model for school division operations.
  - The Accountability, Evaluation & Reporting Subcommittee of the provincial Advisory Committee has begun to develop an understanding of what each partner believes should be expected of a school board in providing good governance. The Subcommittee has identified Leadership, Stewardship and Relationship as the key components to school board governance. Key expectations were identified for each of these key components.
  - The Continuous Improvement Framework (CIF) was been identified as the starting point in assessing what accountability mechanisms are in place. The "system accountability and governance" section of the CIF has been identified as an area needing enhancement.
  - The CIF Provincial Core Indicators provided Education Finance and Facilities data to school divisions on operating expenditures aligned to the Chart of Accounts (COA) as proposed in the funding distribution system.
- Approved a Green Strategy Framework in October 2010 in support of reducing the Ministry's environmental footprint. All Ministry of Education locations in Regina have established Green Teams.

(2007 Mandate Letter)

Enhance learning facilities, including child care centres, PreK-12 institutions, and public libraries.

Results:

- The Ministry's initial 2010-11 capital budget was $17.15M and additional mid-year capital funding of $60.03M was approved on February 23, 2011. The Ministry approved approximately 236 block projects to March 31, 2011. In addition, the Ministry provided major funding to move seven larger projects forward to construction.
- Work continues on capital policy development within the facility framework for Early Learning and Child Care facilities. Significant work is still required around the remaining components: First Nations and Métis supports; public library needs; and, environmental and sustainability guidelines.

(2010 Mandate Letter)

The Ministry continued:

- to support the operations of the multi-ministry Trades and Skills Centres in Regina and Saskatoon; and,
- to move forward jointly with stakeholders with an RFP for the selection of an architectural consultant for the North Central Shared Facility (NCFS) in Regina.

Improve the effectiveness and efficiency of the Ministry's programs and services so as to ensure the best use of public funds

The Ministry:

- continued to implement a strategic management practice of assessment and continuous improvement to ensure a robust, objective, and multi-year assessment function.
  - Assessments for Learning (AFL) in reading (Grade 4, 7 and 10) and mathematics (Grade 5 and 8) have been developed, field-tested and are ready for spring administration.
  - The biannual CIF conferences were completed by March 31, 2011. These initiatives support strong government-wide governance and accountability through reporting and evaluation.
- enhanced information management systems to ensure reliability and integrity of data, thereby strengthening data-sharing relationships with the sector.
  - Enrolment data has been successfully gathered using Student Data Systems (SDS), with student counts reported to public officials in December in both the Provincial and Core Indicators.
  - Enhanced the SDS and the Teacher Services System (TSS) to eliminate the need for the Principals' September Statistical Reporting (PSSR) which reduces data entry into two systems instead of three.
- completed a pilot project with several school divisions to determine suitability of data warehousing applications that enable the sector and the Ministry to store and access data. Participating school divisions used the data warehousing technology Skopus and Skovision, as tools for using data to plan and monitor performance in the division.
- reviewed and developed business processes across the Ministry to improve and build capacity in enterprise risk management and agreement management.
  - Capacity was expanded and improved in Enterprise Risk Management (ERM) by the development of an ERM proposal, draft of an ERM framework for the Ministry, and the hiring of a Enterprise Risk Manager.
  - A draft ERM framework was developed. The framework consists of process guidelines for ERM, Program Risk Management and Initiative Risk Management along with tools and templates for ministry staff to utilize when managing risk. This framework provides the Ministry with tools and templates for managing risk across the Ministry consistently.
- reviewed two Ministry testing programs, the Assessment for Learning Program and Grade 12 Provincial Exams, in response to Government's emphasis on effective and efficient government.
  - The two studies were completed and shared with Ministry staff related to direction toward online data collection for assessments (Paradigm report) and recommendations related to assessment design and methodologies to strengthen quality of the assessments in the context of different purposes for the assessments Saskatchewan Educational Leadership Unit (SELU) report. These are now being considered in plans to shift purpose from Assessment for Learning to Provincial Achievement testing.
- undertook the renewal of Ministry programs and policies to ensure strategic fit with the Strategic Framework for PreK-12 Education.
  - A context paper has been finalized which defines policy and describes the relationship between legislation, regulation and policy. A template for standardized and consistent policy development has been developed. A process paper has been drafted and is undergoing review. It guides issue identification and management as well as policy development.

- worked to enhance the efficiency and effectiveness of current practices and processes by:
  - undertaking three Lean Process projects: Payment Process; Approving Agreement Management; and Pre-Planning, Organizing, Monitoring and Evaluating Service Agreements;
  - appointing a Ministry Lean Leader who participated in the three day Public Service Commission (PSC) course of Applied Lean Training. The Ministry participated in a government-wide Public Service Renewal update session on March 2, 2011 and presented the accomplishments achieved in its Payment Process Lean project; and,
  - having the Ministry's Lean Champion participate in enterprise approaches to Lean, and lead Lean initiatives within the Ministry.

Measurement Results:

The proportion of schools that are adhering to requirements established in The Education Act, 1995, and The Education Regulations, 1986 for the establishment of School Community Councils in provincially funded schools

	As at June 30:	Proportion of schools adhering to requirements
The percentage of SCCs in place in provincially funded schools	2006 – baseline	0%
	2007	90%
	2008	89%
	2009	91%
	2010	99%
Of schools having an SCC in place, the percentage that have either elected only, or elected and required appointed members in place	2006 - baseline	0%
	2007	59%
	2008	76%
	2009	95%
	2010	96%
Of schools having an SCC in place, the percentage that have constitutions approved by their boards of education	2006 – baseline	0%
	2007	42%
	2008	80%
	2009	89%
	2010	97%

NOTE: The Conseil des écoles fransaskoises is exempt from the legislation. 2007 progress includes data responses from 24 of the 28 eligible school divisions; 2008 progress includes data responses from 27 of the 28 eligible school divisions; both 2009 and 2010 progress includes responses from all of the 28 eligible school divisions.
(Source: Ministry of Education, Policy, Evaluation and Legislative Services Branch)

The Continuous Improvement Framework, among other initiatives, guides improvements in teaching and school operation. School Community Councils (SCC) provide a mechanism for parents, students and community members to better understand school and school division operations, and to participate in the improvement process. The work of SCCs is in early stages. This measure demonstrates the adherence by schools (and, by extension, their school divisions) to three specific requirements of legislation relating to SCCs, and thereby their commitment to this new accountability process. While achieving all aspects of the requirements is a challenge in certain areas of the province, this measure shows a steady increase.

Age of provincially funded schools

Year of Construction [1]	Number of Schools	Proportion of Schools
Before 1980	571	89.7 %
1980-81 – 1999-00	50	7.8 %
2000-01 – 2010-11	16	2.5 %
TOTAL	**637 [2]**	**100%**

Revisions have been made to this table from previous the year to exclude Hutterite, associate and private schools. This has the effect of displaying only those school facilities that are capital-supported by the Ministry.
1 Includes replacement schools
2 Number of schools at September 30 in most recent year shown
(Source: Ministry of Education, Education Finance and Facilities Branch)

The provision and maintenance of high quality learning facilities has a direct impact on the system's ability to help students achieve optimal performance.

The Province currently provides capital supports to 637 schools (Hutterite and private schools not included). This measure demonstrates that more than 453 of those schools (70.6 percent) were constructed forty or more years ago, including 97 (15 percent) schools constructed over sixty years ago. Statistics Canada estimates the service life of education buildings at about 40 years. While the physical condition of some of these aging schools may be satisfactory, changes in teaching and learning practices and the introduction of additional programs or initiatives may require additional and/or redesigned space. This presents particular challenges when trying to retrofit existing schools to these new requirements. For example: supporting vulnerable children through special programs and initiatives such as KidsFirst and community schools; providing space for child care and PreK programs; providing facilities that support First Nations and Métis language and cultural programming; and dual language programming.

2010-11 Financial Overview

Introduction

Total 2010-11 actual expenditures for the ministry were $1.365 billion resulting in a variance of $0.052 billion over the original budget of $1.313 billion and $0.026 billion under the revised budget of $1.398 billion.

The variance from the original estimates to actual expenditures reflects increased capital funding for critical block capital projects and to provide funding to advance previously announced major projects to construction. There was also additional School Operating funding required because of reduced property tax revenues realized by school divisions and additional costs to fully fund Local Implementation and Negotiations Committee agreements. The Saskatchewan Teachers' Retirement Plan required a higher than expected level of matching contributions. These pressures were partially off-set by reduced government statutory funding requirements to the Teachers' Superannuation Plan.

Supplementary Estimates and Special Warrant Funding were provided to the Ministry in the amount of $77.994 million. This included increases to:

- School Capital Transfers for critical block capital projects and to provide funding to advance previously announced major projects to construction ($60.031 million);
- School Operating grants related to education property tax reconciliation ($7.836 million);
- school divisions for Local Implementation Negotiations Committee (LINC) agreements ($7.303 million);
- School Operating K-12 Initiatives funding for the LIVE Satellite Network which had been budgeted to SCN through the Ministry of Tourism, Parks, Culture and Sport ($0.667 million);
- Saskatchewan Teacher's Extended Health Plan reflecting a higher required government contribution based on teacher salaries for the year ($0.877 million);
- Teachers' Dental Plan reflecting a higher fee schedule as set by the Saskatchewan Dental Association ($0.340 million);
- Conseil des écoles fransaskois (CEF) to operate the new Monseigneur de Laval – pavillon secondaire (the former Robert Usher Collegiate) in Regina ($1.361 million); off-set by, Community Access Program (CAP) funding no longer flowing through the ministry to public library systems ($0.421 million).

Statutory adjustments were made in the amount of $6.536 million which are mainly related to Teachers' Pension contributions.

The 2010-11 Budget Summary can be found by following the links at www.finance.gov.sk.ca/budget2010-11.

2010-11 Financial Overview

Expenditures

The following table provides information on actual and budgeted expenditures by subvote and subprogram. Variance explanations are provided for all variances greater than $0.5 million.

	(in thousands of dollars)				
	2009-10 Actual Expenditures	2010-11 Budgeted Expenditures	2010-11 Actual Expenditures	Variance to Actual Budget	
Central Management and Services (ED01)					
Minister's Salary (Statutory)	51	51	47	-4	
Executive Management	1,458	1,487	1,680	193	
Central Services	10,058	8,869	8,227	-592	1
Accomodation Services	3,999	5,360	4,619	-741	2
Sub Vote Subtotal	15,566	15,767	14,623	-1,144	
PreK-12 Education (ED03)					
Operational Support	11,031	12,147	9,688	-2,459	3
School Operating	993,875	976,519	991,038	14,519	4
School Operating K-12 Initiatives	28,809	26,226	24,659	-1,567	5
School Capital Transfers	57,141	17,150	56,639	39,489	6
First Nations and Metis Education	2,616	2,873	2,639	-234	
French Education	6,682	6,331	6,588	257	
Educational Agencies	1,632	1,071	1,356	285	
Sub Vote Subtotal	1,101,786	1,042,317	1,092,607	50,290	
Early Learning and Child Care (ED08)					
Operational Support	4,328	4,058	4,506	448	
KidsFirst	4,439	4,482	4,482		
Early Childhood and Intervention Program	3,692	3,728	3,728		
Child Care	41,499	45,539	40,127	-5412	7
Early Childhood Education	216	214	216	2	
Sub Vote Subtotal	54,174	58,021	53,059	-4962	
Curriculum and E-Learning					
Operational Support	1,333	1,420	1,640	220	
Curriculum and Instruction	2,912	3,367	2,825	-542	8
Children's Services	779	715	784	69	
Technology Supported Learning Revolving Fund Subsidy	190				
-Net Expense (Recovery) (Statutory)	147				
Sub Vote Subtotal	5,361	5,502	5,249	-253	
Literacy (ED17)					
Literacy Office	362	468	385	-83	
Literacy Initiatives	2,015	2,071	2,057	-14	
Sub Vote Subtotal	2,377	2,539	2,442	-97	
Provincial Library (ED15)	12,251	12173	12437	264	
Teacher's Pension and Benefits (ED04)					
Teachers' Superannuation Commission	1,395	1,464	1,342	-122	
Teachers' Superannuation Plan (Statutory)	58,878	95,700	93,846	-1,854	9

	(in thousands of dollars)				
	2009-10 Actual Expenditures	2010-11 Budgeted Expenditures	2010-11 Actual Expenditures	Variance to Actual Budget	
Teachers' Group Life Insurance (Statutory)	2,091	1,835	1,778	-57	
Teachers' Dental Plan	9,859	10,121	10,372	251	
Saskatchewan Teachers' Retirement Plan (Statutory)	54,992	52,203	60,654	8,451	10
Teachers' Extended Health Plan	15,386	15,492	16,369	877	11
Sub Vote Subtotal	142,601	176,815	184,361	7,546	
Total Appropriation	1,334,116	1,313,134	1,364,778	51,644	
Capital Asset Acquistions	**-464**	**-1,720**	**-1,965**	**-245**	
Capital Asset Amortization	**905**	**1,000**	**1,081**	**81**	
Other*	**-211**		**-255**	**-255**	
Total Ministry of Education Expense	1,334,346	1,312,414	1,363,639	51,225	

* Includes the change in inventory held for use or consumption, the change in prepaid expenses, gains and losses on disposal of capital assets and write-downs of capital assets.

Variance Analysis Actual Expenditures to Budget

1. Decrease due to savings in contract expenditures, including shared services, as well as communications print and media.
2. Decrease mainly due to savings in leasehold improvements.
3. Decrease is primarily due to reduced contractual services.
4. Increase is a result of the impact of reduced property tax revenues realized by school divisions and additional funding required for Local Implementation and Negotiations Committee agreements for the 2010-11 school division fiscal year.
5. Decrease resulting from CommunityNet savings due to delays in fibre rollout, infrastructure upgrades and lower than anticipated associated wiring costs. These savings were partially off-set by the LIVE Satellite Network costs transferring from Tourism, Parks, Culture and Sport after the sale of the Saskatchewan Communications Network.
6. Supplementary funding was provided mid-year for critical block capital projects and to provide funding to advance previously announced major projects to construction. Savings in Early Learning and Child Care allowed for additional capital transfers for school-based early learning environments.
7. Decrease due to delayed start ups of child care centres. $4.1 million was redirected for school-based early learning capital requirements.
8. Decrease primarily to off-set grants paid through Educational Agencies (PreK-12 Education), as well as realized operational savings.
9. The Teachers' Superannuation Plan was under budget because the releases from the teachers were higher than expected therefore less contributions were required from government.
10. The Saskatchewan Teachers' Retirement Plan exceeded budget reflecting a higher than expected level of matching contributions required from the government. An estimate was unavailable in time for 2010-11 budget.

11. Increase reflects a higher required government contribution based on teacher salaries for the year. An estimate was unavailable in time for 2010-11 budget.

Funding Provided to Third Parties

Actual funding provided to third parties totalled $1,324.789 million. This was comprised of:

- $991.038 million School Operating grants
- $24.659 million K-12 Initiatives grants
- $56.639 million School Capital transfers to support school divisions
- $0.200 million General Proficiency Awards
- $1.730 million First Nations and Métis Initiative funding
- $4.710 million French Education grants
- $1.355 million miscellaneous grants to educational agencies
- $10.829 million Provincial Library grants
- $1.855 million Literacy grants
- $4.482 million KidsFirst Strategy
- $3.728 million Early Childhood Intervention Program
- $0.216 million Early Childhood Education
- $40.127 million Child Care grants
- $0.202 million contribution to Western Northern Canadian Protocol (WNCP)
- $183.019 million Teachers' Pensions and Benefits

Revenue

Revenue for the ministry was $59.934 million, an excess of $51.518 million over the net budgeted $8.416 million. The increase was primarily due to a return of capital transfers to the General Revenue Fund. This return was partially offset by a decrease in revenue due to the transfer of federal funding for the Provincial Library's Community Access Program to the Saskatchewan Information and Library Services Consortium.

The ministry's main stream of revenue is attributable to federal-provincial cost sharing agreements. Other revenue is collected through fee-related services, publications and other miscellaneous items. All revenue collected is deposited in the General Revenue Fund. A summary of the ministry's 2010-11 budgeted revenue compared to actual revenue is presented below. Variance explanations are provided for all variances greater than $20,000.

Revenue Category	(in thousands of dollars) Budget	Actual Revenue	Variance Over/ (Under)	
PRIVILEGES, LICENCES AND PERMITS				
Teacher Certificates	85	91	6	
Property and Building Rentals	0	0	0	
Examination Fees	0	0	0	
Subtotal	85	91	6	
SALES, SERVICES AND SERVICE FEES				
Maps, Prints, Books and Publications	40	29	(11)	
Other Miscellaneous Services	351	408	57	1
Other Registration Fees	0	0	0	
Subtotal	391	437	46	
INTEREST, PREMIUMS, DISCOUNT AND EXCHANGE				
Profit on Foreign Exchange	0	0	0	
Subtotal	0	0	0	
RECEIPTS FROM OTHER GOVERNMENTS				
Federal-Provincial Cost Sharing Programs	7,152	6,722	(430)	2
Employability Assistance	507	507	0	
Subtotal	7,659	7,229	(430)	
OTHER REVENUE				
Proceeds from Other Funds	1	0	(1)	
Casual Revenue	55	28	(27)	3
Refund of Previous Years' Expenditures	225	52,149	51,924	4
Subtotal	281	52,177	51,896	
TOTAL REVENUE	$8,416	$59,934	$51,518	

Variance Analysis Actual Revenue to Budget

1. Revenue for Other Miscellaneous Services exceeded budget by $0.057 million due to increased demand for student transcripts and teacher evaluations.
2. Revenue for Federal-Provincial Cost Sharing Programs was less than budget by $0.430 million primarily due to the transfer of federal funding for the Provincial Library's Community Access Program to SILS.
3. Casual Revenue was less than budget by $0.27 million primarily due to the cancellation of an agreement to provide off-shore schooling in Hong Kong, and reduced demand to courier transcripts and evaluations to students and teachers.
4. Total project costs for certain school capital projects were lower than expected. Based on regulations, this resulted in a return of funding to the General Revenue Fund. The largest of these related to the Scott Collegiate project and, in this instance, the amount was revised significantly to reflect the smaller scope of the project.

For audited financial statements or further information, please contact the Communications Branch of the Ministry of Education.

Special Funds

Audited financial statements for ministries and special funds may be found at www.gov.sk.ca/finance/paccts/paccts09compendium, or by contacting the ministry's Communications Branch.

Prince of Wales Scholarship Fund

The Prince of Wales Scholarship Fund (the Fund) operates under the authority of section 4.1 of *The Education Act, 1995*. The Fund was established on January 1, 2003 for the purpose of assisting students in Community Schools to complete their secondary education. The Ministry of Education administers the Fund. Donations received by the Fund qualify for a receipt for income tax purposes.

School Division Tax Loss Compensation Fund

The School Division Tax Loss Compensation Fund (the Fund) was created by an amendment to *The Education Act, 1995* through *The Treaty Land Entitlement Implementation Act* and came into force on June 22, 1993. Regulations to administer the Fund were established by Order in Council on December 14, 1994.

The Fund is administered by the Ministry of Education on behalf of school boards. The purpose of the Fund is to provide tax loss compensation to school divisions that lose tax revenue as a result of lands within that school division being set apart as an Indian reserve. The Fund receives money from the provincial (Ministry of First Nations and Métis Relations) and federal (Indian and Northern Affairs Canada) governments as part of the Treaty Land Entitlement Framework Agreement. Payments are made to affected school divisions according to the formula stated in the regulations.

Revolving Funds

Technology Supported Learning Revolving Fund

The Technology Supported Learning Revolving Fund (the Fund) was created and governed by *The Education Act*, 1995. It provided secondary level distance learning courses to

Saskatchewan students both within and outside of the Province. It recovered its costs primarily through registration and course fees.

Technology Supported Learning (TSL) courses were provided to students for whom distance, disability, or time prevented them from physically attending classes. The provision of distance education courses ensured that all students had access to a high quality of education, enabling them to access post-secondary institutions, and enhance employment opportunities.

Since direct delivery of secondary level courses is the primary responsibility of school divisions, the Technology Supported Learning program was closed effective July 3, 2009. Arrangements were made to transfer responsibility for distance education courses to school divisions.

Effective April 1, 2010, transactions flowing through the Revolving Fund were to collect receivables, discharge liabilities, and to transfer net assets to the General Revenue Fund. The Revolving Fund will be discontinued pending the necessary legislative changes.

The following table outlines summary information on budgeted and unaudited actual revenues, for 2010-11, relating to operations of the Fund. Variance explanations are provided for all variances greater than $20,000.

	(In thousands of dollars - unaudited)			
	Budget	Actual (unaudited)	Variance Over/(Under)	
Revenue	0	33	33	1
Expenditures				
Cost of Goods Sold	0	0	0	
Gross Profit (Loss)	0	0	0	
Administrative Expenditures	0	-1	-1	
Net Profit (Loss)	0	32	32	1
Subsidy from General Revenue Fund	0	0	0	
Net Profit (Loss) After Subsidy	0	32	32	1

Variance Analysis

1. Revenue was recorded in the current year due to reconciliation of accounting estimates accrued in the prior year for accounts payable.

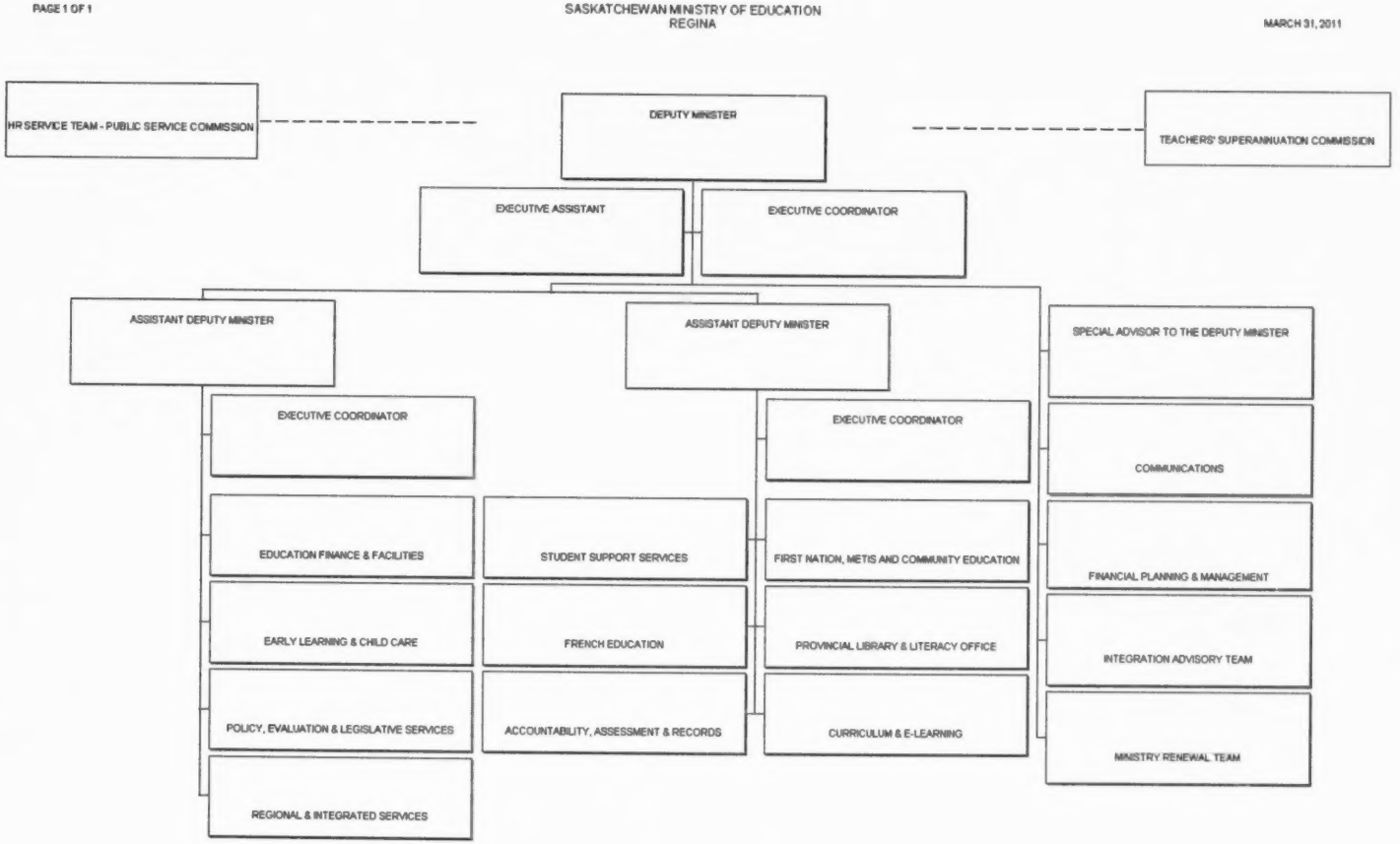
For More Information

Please visit the Ministry's website at www.education.gov.sk.ca to find more information about Ministry programs and services, as well as links to our sector partners.

Or contact:

Ministry of Education
Communications Branch
5th Floor, 2220 College Avenue
REGINA SK S4P 4V9

Appendix A – Organizational Chart



Appendix B – Legislation

C-7.3 Child Care Act (shared responsibility with Social Services)

C7.3 Reg 2Child Care Regulations, 2001

E-0.2 Education Act, 1995

E-0,2 Loi de 1995 sur d'education

E-0.1 Reg 1	Education Regulations, 1986
E-0.1 Reg 9	Board of Education Public Accounts Regulations
E-0.1 Reg 11	Independent Schools Regulations
E-0.1 Reg 15	Home-based Education Program Regulations
E-0.1 Reg 18	School Division Tax Loss Compensation Fund Administration Regulations
E-0.2 Reg 4	Conseil scolaire fransaskois Election Regulations
E-0.2 Reg 6	Electronic Meeting Procedures Regulations
E-0.2 Reg 11	Teacher Certification and Classification Regulations, 2002
E-0.2 Reg 20	The Education Funding Regluations

G-5.1 Government Organization Act

G-5.1 Reg 132 The Ministry of Education Regulations, 2007

L-9.02 League of Educational Administrators, Directors and Superintendents Act, 1991

L-14.01 Libraries Co-operation Act

L-14.01 Reg 1 Libraries Co-operation Honoraria Regulations

P-39.2 Public Libraries Act, 1996

P-39.2 Reg 1 Public Libraries Regulations, 1996

R-11.1 Registered Music Teachers Act, 2002

T-6.1 Teachers' Dental Plan Act

T-7.1 Teachers' Federation Act, 2006

T-8 Teachers' Life Insurance (Government Contributory) Act

T-8 Reg 1 Teachers' Life Insurance Regulations

T-9.1 Teachers Superannuation and Disability Benefits Act

T-9 Reg 1 Teachers' Superannuation and Disability Benefits Regulations

The Teachers' 1990-91 Collective Agreement Implementation Act